



## **English as an Additional Language Policy [EAL]**

Date of Policy: January 2020

To be reviewed: Annually

This policy should be read in conjunction with the teaching and learning policy, assessment, recording and reporting policy, Sensory Policy, Communication Policy, Transition Policy and Attachment Aware and Behaviour Regulation Policy.

### **Overview:**

Delamere School caters for an increasing multilingual community. Our pupils come from diverse backgrounds with a range of communication and language skills. The school has a variety of languages for pupils with EAL and these include Arabic, Bengali, Polish, Urdu, Somali, Lithuanian, Japanese, Gujarati and French.

At Delamere all children are being assessed for or have an Education, Health Care Plan that defines them as having a learning difficulty. All children have a range of learning difficulties of which EAL is an additional learning need.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in our pupils and promote the fundamental British values in young lives. We support pupils to develop the knowledge, skills and understanding they need to lead confident, healthy, to be as independent as possible, and become responsible citizens.

*EAL pupils are described as those children whose first language is not English- that is, where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or the community.*

### **Intent:**

“Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Delamere School safe and happy.”

As a school we aim to:

- Provide a positive, supportive, secure and safe learning environment in which pupils will learn most effectively.
- Provide support to parents with EAL needs. [Including the provision of written information and different methods of communication for sharing information]

- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Develop the partnership between staff and parents to support children's learning.
- Support EAL parents by offering opportunities for parent workshops including; ESOL courses and mum supporting mums group.
- Plan and teach lessons using resources appropriate to EAL learners.
- Monitor pupils progress regularly as per the school assessment, recording and reporting policy.
- Ensure pupils are making progress and are able to access the school curriculum, and offer support to those children who need additional support to maintain progress.
- Celebrate pupils achievements in school as well as in extra-curricular activities.

### **Implementation:**

At Delamere, all pupils' learning is personalised in collaboration with families and other professionals, through the use of:

- Delamere Curriculum
- EHC Plan
- Personalised Learning Targets
- B Squared or Target Tracker online assessment tools
- Sensory Profiles

*The school learning environment reflects pupils' cultural and linguistic identity. This includes*

- Pictures of children with their families and display written examples of first language around the classroom where appropriate.
- Stories, songs and music from other cultures - story sacks, songs in different languages during different sessions e.g. PE, circle time, Jabadao
- Dual language books and posters

*School staff will:*

- Find out about the countries, cultures and languages of pupils in their class and use displays of pictures, information and artefacts to enhance EAL pupils' status in the class and to promote natural discussion about similarities and differences.
- Staff are aware of religious/culturally important events and times of the year- celebrate this in class. Inviting parents and families where possible- show and tell, sharing a story in their first language, providing examples of food/clothing/items of relevance for discussion.
- Staff learn to say a few words in home languages- e.g. saying hello and using this daily giving value and recognition to the child's home language.

*School will develop and use parents, staff and members of the community to support and provide first language resources and experiences (labels, pictures, recordings, music, stories, materials and sharing stories) by:*

- Invite parents/family in to share their culture, faith and home language to increase cultural diversity e.g. use recordings of parents and family saying hello/phrases in their first language.
- Provide appropriate cultural resources where possible and celebrating language and cultural differences. E.g. Role play- food packaging/newspapers/magazines/fabrics/cultural dress /sensory items relating to different cultures.
- Value the first language by providing a range of dual language texts in the first language where appropriate. Staff will be mindful of parents' competence in English- include visuals and simple language where appropriate when communicating with parents of EAL children/website.

*The SLT and teachers and TA responsible for EAL interventions have responsibility for:*

- To contribute to the development, implementation, monitoring and evaluation of the EAL action plan linked to the school development plan
- Offer advice to teachers about the development of EAL strategies, planning and assessment
- Teaching Assistants to provide additional, targeted support, through interventions and precision teaching sessions as identified and linked to the pupil progress.
- Audit resources and develop resources to include dual-language books, sight words in other languages, games and audio materials.
- Carry out environmental / learning walks.

**Impact:**

All pupils are assessed in their learning using p-levels via the B Squared assessment package. Assessment outcomes are reported as part of the Annual Review process. Analysis of pupil progress data is carried out throughout the year.

Detailed observations, photographs and video evidence are recorded and form the basis of our evidence for our summative annual review reports. Interactive learning diary is used to record pupil observations.